



Wisconsin Department of Public Instruction  
**PROCEDURAL COMPLIANCE SELF-ASSESSMENT**  
**DISPROPORTIONALITY-AUTISM RECORD REVIEW CHECKLIST**  
 PI-SA-RRR-DISPRO-AUT-001 (Rev. 10-14)

**INSTRUCTIONS:** Complete one copy for each student record selected for the sample. Retain at the district level. *For Local Use Only. Provided for documentation purposes. Use by the LEA is optional.*  
*\*Examples for Evidence of Student-Level Corrective Action (last column), include called parent on [date], no new IEP team meeting, etc.*

GENERAL INFORMATION		
Student Name <i>First and last</i>	School Level <i>Check one</i>  <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High School	
Student Date of Birth <i>Mo./Day/Yr.</i>	Reviewer's Name <i>First and Last</i>	NOTE: When reviewing a record of a student who is an adult, substitute "adult student" for "parent" in all checklist items.

RECORD REVIEW CHECKLIST				
Item No.	Item Description	Standards & Directions	Required Student-Level Corrective Action	Evidence Of Student-Level Corrective Action*
<b>Dispro-AUT-1</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<p>A child must not be determined to be a child with a disability if the determinant factor for that determination is lack of appropriate instruction in reading.</p> <p>Comment:</p>	<p>The IEP team may not determine a student to be a student with a disability if the determinant factor is lack of appropriate instruction in reading.</p> <p>Appropriate instruction includes access to State content standards and essential components of reading instruction, which means explicit and systematic instruction in:</p> <ul style="list-style-type: none"> <li>(a) Phonemic awareness;</li> <li>(b) Phonics;</li> <li>(c) Vocabulary development;</li> <li>(d) Reading fluency, including oral reading skills; and</li> <li>(e) Reading comprehension strategies.</li> </ul> <p>The lack of appropriate reading instruction may be due to many factors, including but not limited to: student absences, student mobility, private school (including home-based) placement with no access to State content standards and essential components of reading instruction, etc.</p> <p>There are two sources of evidence to determine compliance with this requirement. First, you may find documentation of the IEP team's determination in several places throughout the evaluation process: Referral Form (R-1), Notice that No Additional Assessments Needed (IE-2), Notice and Consent regarding Need to Conduct Additional Assessments (IE-3), Worksheet for Consideration of Existing Data to Determine if Additional Assessments or Evaluation Materials are Needed (EW-1), Evaluation Report (ER-1), Required Documentation for Specific Learning Disability (ER-2A), and/or Eligibility Checklists. Second, you may need to interview IEP team members.</p> <p>Mark "Yes" if there is evidence that the IEP team determined that the student did not lack in appropriate reading instruction.</p> <p>Even if you find evidence that the IEP team determined the student lacked appropriate reading instruction, you may still be able to mark "Yes" if there also is evidence that the IEP team decided that the lack was not the determinant factor for the determination of a disability.</p>	<p>The IEP team must complete the initial special education evaluation and consider the lack of appropriate instruction in reading. If lack of appropriate instruction in reading is the determining factor, the IEP team must determine the student is not eligible for special education. The IEP team must document modifications that can be made in the regular education program to allow the student to meet the educational reading standards (Form ER-1, <i>Evaluation Report</i>).</p>	

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<b>Dispro-AUT-1 contd.</b>		Mark "No" if there is evidence that the IEP team determined that the student lacked appropriate reading instruction <u>and</u> this was the determinant factor for the determination of a disability.		
<b>Dispro-AUT-2</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No A child must not be determined to be a child with a disability if the determinant factor for that determination is lack of appropriate instruction in math. Comment:	<p>The IEP team may not determine a student to be a student with a disability if the determinant factor is lack of appropriate instruction in math.</p> <p>Appropriate instruction includes access to State content standards.</p> <p>The lack of appropriate math instruction may be due to many factors, including but not limited to: student absences, student mobility, private school (including home-based) placement with no access to State content standards, etc.</p> <p>There are two sources of evidence to determine compliance with this requirement. First, you may find documentation of the IEP team's determination in several places throughout the evaluation process: Referral Form (R-1), Notice that No Additional Assessments Needed (IE-2), Notice and Consent regarding Need to Conduct Additional Assessments (IE-3), Worksheet for Consideration of Existing Data to Determine if Additional Assessments or Evaluation Materials are Needed (EW-1), Evaluation Report (ER-1), Required Documentation for Specific Learning Disability (ER-2A), and/or Eligibility Checklists. Second, you may need to interview IEP team members.</p> <p>Mark "Yes" if there is evidence that the IEP team determined that the student did not lack appropriate math instruction.</p> <p>Even if you find evidence that the IEP team determined the student lacked appropriate math instruction, you may still be able to mark "Yes" if there also is evidence that the IEP team decided that the lack was not the determinant factor for the determination of a disability.</p> <p>Mark "No" if there is evidence that the IEP team determined that the student lacked appropriate math instruction <u>and</u> this was the determinant factor for the determination of a disability.</p>	The IEP team must complete the initial special education evaluation and consider the lack of appropriate instruction in math. If lack of appropriate instruction in math is the determining factor, the IEP team must determine the student is not eligible for special education.	
<b>Dispro-AUT-3</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No In interpreting evaluation data for the purpose of determining if a child is a child with a disability each public agency must document and carefully consider information about the child's social or cultural background . Comment:	<p>Culture describes how people live on a daily basis in terms of language, ancestry, religion, food, dress, musical tastes, traditions, values, political and social affiliations, recreation, and so on. (Singleton, 2006; adopted by the Wisconsin RtI Center and the Disproportionality Technical Assistance Center, 2013).</p> <p>Mark "Yes" if the ER-1, Evaluation Report, contains documentation of the IEP team's consideration of the child's social or cultural background during the IEP team meeting to determine eligibility.</p>	The IEP team must complete the initial special education evaluation. The IEP team must consider information about the child's social or cultural background in determining whether the child is eligible for special education.	

**RECORD REVIEW CHECKLIST**

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<b>Dispro-AUT-3 contd.</b>		<p>Even if you do not find evidence on the ER-1, you may mark "Yes" if the IEP team used <i>Culturally Responsive Practices in Schools: The Checklist to Address Disproportionality</i>, Section III (Madison Metropolitan School District, University of Wisconsin-Oshkosh, and the Wisconsin Department of Public Instruction, 2007).</p> <p>Mark "No" if you do not find evidence on the ER-1, Evaluation Report, or other evaluation documents that interpret the evaluation data for purposes of eligibility determination, that the IEP team considered the child's social or cultural background.</p>		